

State Review Panel

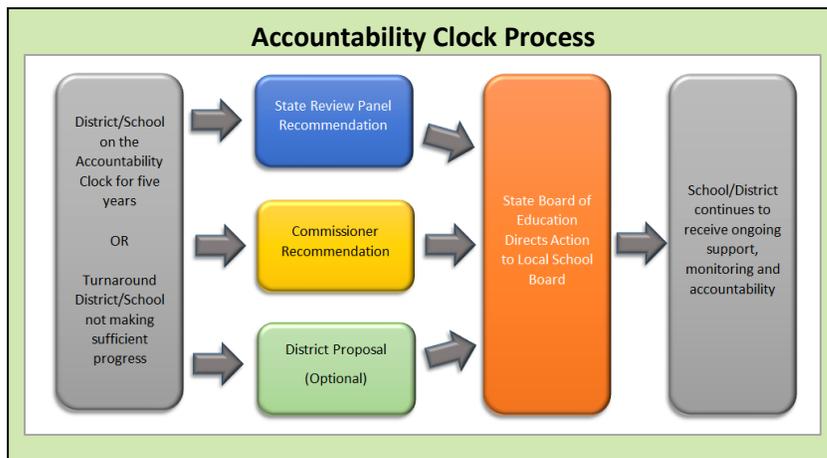
2021-22 School Year



COLORADO
Department of Education

Overview of the State Review Panel

With the passage of Colorado Educational Accountability Act (SB 09-163), the state has embarked upon a comprehensive process to ensure an aligned and balanced accountability system. The underpinning philosophy of the accountability system is that schools and districts that meet basic state expectations hold increased autonomy; whereas, schools and districts not meeting those expectations will be eligible for increased support, as well as increased monitoring. To support a system of checks and balances, SB 09-163 created the State Review Panel. In 2018, the Accountability Act was updated through HB 18-1355 and included some new provisions for the State Review Panel. New in 2021-22 through HB 21-1161, the State Review Panel members were tapped to support an amended request to reconsider process available only to schools and districts on the accountability clock (i.e., Priority Improvement, Turnaround) during the pandemic. This fact sheet has been updated to share information on that process as well.



State Review Panel Responsibilities

When considering schools and districts with Priority Improvement and Turnaround plan types, the State Review Panel is tasked with:

- Providing a critical evaluation of the adopted Turnaround/Priority Improvement plan, including capacity of school/district to engage in dramatic change. The Panel “shall” review Turnaround plans and “may” review Priority Improvement plans.
- Providing recommendations to the Commissioner and State Board of Education on potential actions when a school or district remains on the accountability clock for more than five consecutive years or earlier upon request.

Composition of the State Review Panel

The Commissioner is expected to appoint a panel representing broad educational expertise with approval by the State Board of Education. To date, the Panelists have provided expertise in school and district leadership, curriculum, assessment, instructional data management, program evaluation, teacher leadership, school and district governance. Special attention has been paid to geographic representation and recruiting representatives with knowledge of online programs and charter schools. An outside partner, SchoolWorks, has been hired through a competitive process to coordinate the Panel’s work.

Recommendation Process

Panelist recommendations are based on document review (a paper-based evaluation) and site visits (document review plus interviews and classroom observations). The Panel has three types of site visits: (1) an optional preliminary visit to schools/districts in year three of the clock, (2) an end-of-clock visit in year four and (3) progress monitoring visits once the State Board has directed action for a site. A report is shared with districts and the Commissioner after all three types of visits. The end-of-clock visit must include recommendations on next steps and are submitted to the State Board of Education, Commissioner and the school district before the State Board hearing. If a district is interested in pursuing early action, then the school/district must participate in a site visit in year 3, so that the Panel can make a recommendation on next steps to the Commissioner and State Board of Education prior to the hearing in year 4.



Through the document review and the site visits, the State Review Panel is expected to consider the following criteria about the school or district’s leadership and capacity to implement the needed change for rapid improvement (C.R.S. 22-11-208 through 210).

- Whether the public school’s/school district's or institute's leadership is adequate to implement change to improve results;
- Whether the public school’s/school district's or institute's infrastructure is adequate to support school improvement;
- The readiness and apparent capacity of public school and school district or institute personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance within the district public schools or the institute charter schools;
- The readiness and apparent capacity of public school and school district or institute personnel to engage productively with and benefit from the assistance provided by an external partner;
- The likelihood of positive returns on state investments of assistance and support to improve the public school’s/school district's or institute's performance within the current management structure and staffing; and
- The necessity that the public school/school district or institute remain in operation to serve students.

In making their recommendations to the Commissioner and the State Board of Education, the Panel must select one of the following interventions:

Type of Required Action	Districts (C.R.S. 22-11-209)	Schools (C.R.S. 22-11-210)
District Reorganization	That the school district be reorganized pursuant to article 30 of this title, which reorganization may include consolidation	n/a
Change in Management	That a private or public entity, with the agreement of the school district, take over management of the school district or management of one or more of the district public schools	With regard to a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district
		With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board
Charter School Conversion	That one or more of the district public schools be converted to a charter school	With regard to a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school
Innovation Status	That one or more of the district public schools be granted status as an innovation school pursuant to section 22-32.5-104 or that the local school board recognize a group of district public schools as an innovation school zone pursuant to section 22-32.5-104	With regard to a district public school, that the district public school be granted status as an innovation school pursuant to section 22-32.5-104
School Closure	That one or more of the district public schools be closed	That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked



External Review Team

Based upon the recommendation of the [COVID-19 Policy Implications Stakeholder group](#), H.B. 21-1161 enables the state to offer a modified request to reconsider process to schools and districts on the accountability clock (i.e., Priority Improvement, Turnaround) during the second year of the accountability pause (2021- 22). This is different from previous years when the process was open to all districts regardless of rating/plan type and allows for consideration of state and local data, as well as more qualitative considerations, such as State Review Panel recommendations and Unified Improvement Plans (UIPs). For more information on the 2021 Request to Reconsider process, consult the guidance for [Submitting 2021 Requests to Reconsider for District Accreditation Ratings or School Plan Types](#).

As a component of this modified Request to Reconsider process, if a school or district has demonstrated a clear plan for sustained improvement, the External Review Team will be assigned to perform a site visit based on a modified protocol. This is aimed

at ensuring the school or district can demonstrate strong implementation of their approved improvement plan.

Based upon the structure established by the State Review Panel, the External Review Team will consist of two to four Colorado-based education experts, depending upon the size of the school or district. These site visitors are also trained as State Review Panelists that have been approved by the Commissioner of Education and the State Board of Education, included in the list below. The team will conduct a document review and site visit to examine four indicators:

- Whether leadership is adequate to implement change to improve results.
- Whether the infrastructure is adequate to support improvement.
- The readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance within the school or district.
- (If the site is working with an external partner) The readiness and apparent capacity of personnel to engage productively with and benefit from the assistance provided by an external partner.

Site visits will take place over the fall and into the winter (as needed, either in person or virtually). The department will contact the district to begin coordination of the visit. The final report will be available to the district within a month of completion. If the External Review Team recommends an Improvement rating or plan type as a better description of the school or district's performance, then CDE will consider this as a part of the overall body of evidence.



2021 State Review Panelists (Approved by the State Board of Education on September 9, 2021)

Name	Year on SRP	Title	Location	Areas of Expertise
Amy Weed	7th	Retired Assistant Superintendent	St Vrain Valley School District	Elementary / Secondary School / District Leadership Online / Rural / Urban / ELL Special Education
Andrew Franko	6th	iConnect Zone Superintendent	District 49	Elementary / Secondary School / District Leadership Charter / Online Alternative Education Special Education
Biaze Houston	11 th	District Support Chief	University of Virginia - Partnership for Leaders in Education	Elementary / Secondary School / District Leadership Charter / Urban / ELL
Elizabeth Wall-Macht	4 th	Consultant / University Lead Instructor	CU Denver	Elementary School / District Leadership Charter / Online / ELL Urban Alternative Education
Ellen Muscato	4 th	Improvement Planning and Data Specialist	Douglas County School District	Elementary / Secondary School / District Leadership Online / Urban / ELL
Jennifer Wray	1 st	Virtual Independent Contract Teacher	Proximity Learning	Elementary / Secondary School / Teacher Leadership Online / Urban / ELL Alternative Education
Jessica Radford	5 th	School Psychologist	Bromley East Charter School	Elementary / Secondary School / District Leadership Charter / Special Education
Jody Mimmack	2 nd	Faculty – Teaching and Learning	Colorado State University – Global	Secondary School / District Leadership Charter / Special Education Online / Rural / Urban / ELL Alternative Education
Johan van Nieuwenhuizen	11 th	Superintendent of Schools	Weld County School District RE-1	Elementary / Secondary School / District Leadership Online / Rural / Urban Alternative Education
Laura Lyn Bajaj	2 nd	Education Consultant	Self-employed	Elementary / Secondary School / District Leadership Rural / Urban / ELL
Kristen Williams	1 st	School Partnership and Development Support Manager	Omar D. Blair Charter School	Elementary / Secondary School / Teacher Leadership Charter / Urban / ELL
Lisa Voss	2 nd	AP French Teacher	Broomfield High School	Secondary School / Teacher Leadership ELL



Name		Year on SRP	Title	Location	Areas of Expertise
Lynn	Pinkston	2 nd	Child Find Coordinator/ECSE	Clear Creek School District	Elementary School / District Leadership Charter / Special Education Rural
Matthew	Neal	1 st	Superintendent of Schools	Woodland Park School District	Secondary School / District Leadership Online / Rural / Urban / ELL Alternative Education
Maya	Lagana	4 th	Education Consultant	Self Employed	Elementary District Leadership Charter / Online / Urban / ELL / Alternative Education
Michelle	Palmer	4 th	Unified Improvement Plan Specialist	Denver Public Schools	Secondary School / District Leadership ELL / Special Education
Nancy	Sanger	12 th	Education Consultant	Nancy Sanger LLC	Elementary / Secondary School / District Leadership Online / Rural / Urban
Nick	Bucy	4 th	Education Consultant	SchoolWorks	Elementary / Secondary School / District Leadership Charter / Rural / Urban Alternative Education
Sandra	Just	2 nd	Mentor of Teacher Candidates	University of Northern Colorado, Lowry Campus	Elementary / Secondary School Leadership Urban / ELL Alternative Education
Starla	Pearson	8 th	Executive Director, Curriculum and Instruction	Aurora Public Schools	Elementary / Secondary School / District Leadership Urban / Online / ELL Alternative Education Special Education
Tacy	Killingsworth	6 th	Director for Curriculum and Instruction	Academy District 20	Elementary School / District Leadership Rural / Urban Special Education
Zachary	Rahn	1 st	Learning Community Director (Instructional Superintendent)	Aurora Public Schools	Elementary / Secondary School / District Leadership Charter / ELL Special Education